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ABSTRACT

Guidelines are offered for developing a curriculum in health education for grades nine through twelve. Learning activities are outlined in the areas of personal health, family health, nutrition, mental-emotional health, and community health. The guide lists Topics/Concepts, Learning Outcomes/Objectives, and Sample Learning Activities in three columns. "Topics/Concepts" describe the major parts of the subject under consideration. They define broadly the content to be included in the study of each subject area. "Learning Outcomes/Objectives" describe, in general terms, the behaviors which students are expected to demonstrate as a result of their learning experiences. Sample Learning Activities" are indicators of student progress toward the stated goals, i.e, the learning outcomes. (JD)

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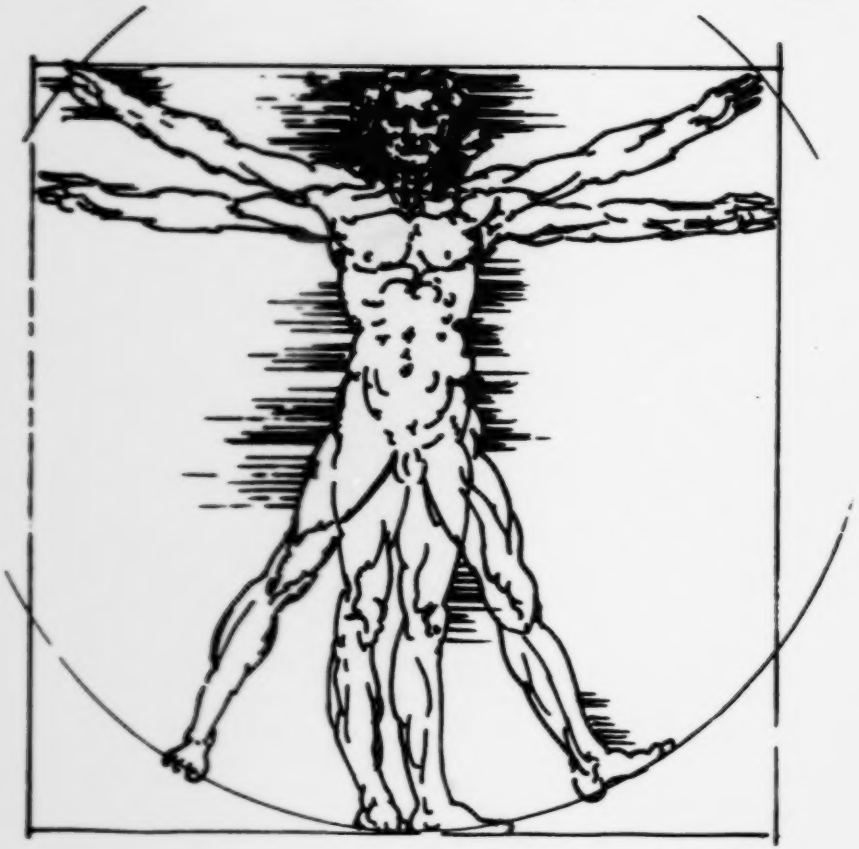

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Alaska

Secondary Curriculum Guide Second Edition

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ALASKA

SECONDARY HEALTH EDUCATION

MODEL CURRICULUM GUIDE

Second Edition

August 1986

Alaska Department of Education

Office of Curriculum Services

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ALASKA MODEL CURRICULUM SERIES

GENERAL PREFACE

Among the many decisions that schools must make, none is more important than the choice of curriculum. Curriculum defines the intent behind instruction and the expectations for student performance. This Second Edition curriculum guide is one of a series intended to serve as a model for Alaskan school districts as they develop and review their own curriculum documents. It is not intended that these guides be used directly by teachers for classroom instructional purposes. Districts are expected to develop their own locally suitable curriculum, using these guides as a base and a point of departure. In the future, as districts use the guides to develop and implement curriculum, their value will be measured by the increased ability of Alaskan students to learn, think, and perform as informed and productive citizens.

In their present form these guides represent a synthesis of input from many sources, both Alaskan and national. They were originally prepared by staff at the Department of Education with the help of professional content associations, Alaskan teachers and administrators. An extensive review and revision process of the first drafts was conducted in 1984-85. School districts, subject matter associations, other professional associations, and interested individuals were part of a revision process that was contracted to the Northwest Regional Educational Laboratory. A panel of nationally recognized curriculum specialists assisted in the original review of each content area. (Contributions to specific guides are listed in the acknowledgments sections of the guides.)

In one sense, these guides will never be finished. It is the intention of the Department of Education that they be dynamic documents, subject to revision as part of the six year curriculum review cycle The state's cycle was initiated by the Department after the curriculum regulations of 1984 were adopted.

Guides exist in the areas of:

Kindergarten	Fine Arts
Language Arts	Social Studies
Science	Computer Education
Foreign Languages	Health
Mathematics	Physical Education

The format of the guides is straightforward but not oversimplified. Each guide lists Topics/Concepts, Learning Outcomes/Objectives, and Sample Learning Activities in three columns.

Topics/Concepts, in the first column, describe the major parts of the subject under consideration. They define broadly the content to be included in the study of each subject area.

Learning Outcomes/Objectives, in the second column, describe, in general terms, the behaviors which students are expected to demonstrate as a result of their learning experiences. Learning outcomes/objectives are the goals toward which student learning is directed.

Sample Learning Activities, shown in the third column, are indicators of student progress toward the stated goals, i.e., the learning outcomes. At least one sample learning activity is stated to illustrate each learning outcome. It is intended that the sample learning activities are just that: samples only. They do not constitute a learning program. Alaskan districts will generate their own locally applicable learning activities within the framework of their district's chosen topics/concepts and learning outcomes.

The guides are grouped by grade level groupings -- grades 1-3, 4-6, 7-8 at the elementary level, and 9-12 at the secondary level. Recognizing the unique characteristics of the five year old learner, kindergarten was prepared as a separate guide. In the development, grades 7-8 were generally seen as the end of the elementary years, but with some beginnings for the secondary level. On the secondary level the guides generally contain discrete one or two semester courses that would be offered; these are not always tied to a particular grade level as the local district must determine the most effective sequence for these courses.

In 1984 the Alaska State Board of Education stated, "The Model Curriculum Guides are intended to serve as a model, not a mandate." They underscored the fact that a partnership between the state and local school districts is crucial. The Board affirmed the need to promote individual variation while stressing the collective responsibility for educating all students in Alaska. It is in this spirit that the Department of Education welcomes the opportunity for continuous collaboration with those interested in the further development and refinement of this entire series of guides.

PREFACE

SECONDARY HEALTH EDUCATION MODEL CURRICULUM GUIDE

The health of a society is determined by the overall well-being of its people. To achieve optimal health an individual needs a breadth of knowledge about health and, more importantly, the motivation necessary to apply that knowledge to daily living. Individuals need to understand that information related to health is changing rapidly and must be validated continuously.

Individuals in Alaska should realize that it is important to assume responsibility for their own health, as well as the health of their family and community. Informed decision-making represents one of the desirable goals for responsible individuals. The quality of health-related decisions made by individuals has implications for the present and future quality of life in the school, community and state.

The major goal of school health education is to provide students with the basic information and experiences they will need to make intelligent decisions and assume responsibility for their physical, social, emotional and environmental health. School health education emphasizes the need for students to establish patterns of living that provide good health and the ability to enjoy life to its fullest.

This Second Edition reflects values from both the native and non-native communities of Alaska regarding health, living and community. The content areas foster skills that promote optimal growth of learners, provide opportunities for self-actualization, and motivate values.

The unique challenges and conditions of Alaskan life are addressed as they affect the well being of the individual, the family, the community, and the environment.

As a result of the school health education experience, students educated in Alaskan schools will develop understandings, make decisions, and demonstrate patterns of behavior regarding the following assumptions:

1. Throughout an individual's life, a continuing relationship exists between personal behavior and wellness.

2. The composition of the family takes many forms; the family setting should be the focal point for providing a nurturing environment.

3. Eating patterns are dependent upon interrelationships among physical, social, psychological, economic and cultural factors.

4. Emotional health is influenced by genetic, biological, social, cultural, environmental and ecological factors.

5. Knowledge, understanding, and awareness of one's decision-making capabilities influences the use or misuse of substances (alcohol, drugs, narcotics, tobacco) by individuals.

6. Diseases and disorders have causal factors and to an extent can be prevented, treated, and controlled.

7. Choices made regarding health information, products, and services are affected by one's needs, feelings, values, cultural experiences, knowledge and resources.

8. A safe environment and the ability to deal with emergency situations contribute to wellness.

9. Different types of health resources are needed to promote and protect the health of people in local, state, national and world communities.

10. An environment in ecological balance enhances one's mental, social, and physical well-being.

To achieve these ends, the guide has organized ten main content themes of health instruction secondary school level. This organization has been very strongly influenced by the California Health Framework. We would like to publicly express our gratitude to its authors.

When developing the local health curriculum documents, the curriculum director should work with the teachers and local health care providers to assess characteristics, health needs, and interests of students in relation to the developmental stage at which learning takes place. The learning objectives are developmental and suggest to curriculum personnel the need to design learning experiences which integrate understandings, decision making and positive patterns of behavior.

The guide is written to address each topic/concept area at each grouping of grade levels (9-12). The district, in its development process, must determine the appropriate grade levels to introduce, reinforce and expand content in order to utilize local circumstances and resources.

Throughout the guide for each topical area, the general topics/concepts are numbered with whole number (e.g., 1.0, 2.0). Sub-topics are then numbered 1.1, etc. The learning objective/outcomes found in the middle column represent a sequential flow of content matter based on students' developmental levels. Outcome numbers correspond to the topic area and proceed sequentially after the decimal (e.g., 2.1.3 follows 2.1.2 and is not equivalent to 2.1.6). In physical education all numbers proceed consistently from grade one through grade twelve. The numbering is designed to facilitate cross referencing to other guides and specific referencing of this guide by district using it.

HEALTH TOPICS/CONCEPTS

PERSONAL/FAMILY HEALTH	GRADE LEVELS: 1-3	4-6	7-8	9-12
1. Personal Health				
1.1 Wellness	x	x	x	x
1.2 Physical Fitness/ Cardiovascular Health	x	x	x	x
1.3 Posture & Body Mechanics	x	x	x	
1.4 Oral Health	x	x		x
1.5 Vision and Hearing	x	x	x	x
1.6 Personal Safety	x	x	x	x
2. Family Health				
2.1 Family Composition	x	x	x	x
2.2 Interpersonal Relations	x	x	x	x
2.3 Gender	x	x	x	x
2.4 Life Cycle	x	x	x	x
2.5 Human Heredity/ Genetic Disorders	x	x	x	x
2.6 Parenting	x	x	x	x
3. Nutrition				
3.1 Food Choices	x	x	x	x
3.2 Food Protection	x	x	x	

HEALTH TOPICS/CONCEPTS

PERSONAL/FAMILY HEALTH	GRADE LEVELS: 1-3	4-6	7-8	9-12
4. Mental-Emotional Health				
4.1 Stability	x			x
4.2 Acceptance of Self and Others	x	x	x	x
4.3 Communication		x		x
4.4 Emotions	x	x	x	x
4.5 Coping with Stress and Anxiety		x	x	x
4.6 Decision-Making	x	x	x	x
4.7 Rest, Sleep and Relaxation		x	x	
5. Use and Misuse of Substances	x	x	x	x
COMMUNITY HEALTH				
6. Diseases and Disorders	x	x	x	x
7. Consumer Health/Community Resources				
7.1 Consumer Health	x	x	x	x
7.2 Community Resources		x	x	x
8. Safe Living and Emergency Care	x	x	x	x
9. Health Careers		x	x	x
10. Environment	x	x	x	x

SECONDARY HEALTH EDUCATION

GRADES 9-12

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
PERSONAL HEALTH 1.1 Wellness		
	1.1.6 Appraise how wellness practices affect good physical, social, and emotional health.	
		Relate different life styles to health status.
		Propose ways to help provide opportunities allowing persons with handicaps to lead productive lives.
		Determine how a person's level of health is subjected to constant changes and is influenced by the individual's attitudes and actions (i.e., diet, amount of sleep, stress, personal changes).
	1.1.7 Promote wellness as a worthy life-long investment.	
		Develop three strategies to help self or others to lead a healthier lifestyle. Carry out at least one strategy.
1.2 Physical Fitness and Cardiovascular Health		
	1.2.5 Choose a balanced program of physical activities, rest, recreation and adequate diet, to contribute to fitness and cardiovascular health.	
		Interview three people who actively engage in regular physical activity, and assess how activity enhances their well-being.
		Develop a personal fitness program focusing on aerobic benefits (see Physical Education).

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		Analyze the components of his/her personal fitness program and determine how the plan contributes to overall fitness.
	1.2.6 Assess the risks to individuals of cardiovascular disorders which may be caused by many factors and, in some cases, treated or prevented.	
		Report on recent research findings in cause and prevention of heart, lung and other circulatory disorders.
		Evaluate various exercise/weight loss/ equipment programs in advertisements or at a local health spa to determine if there is a physiological basis to substantiate the claims of the equipment/program.
1.4 Oral Health		
	1.4.3 Make commitment to prevention and care of the mouth, teeth, and gums in order to order to promote oral and general health and appearance.	
		Discuss the possible presence of infection in other parts of the body as a result of oral disorders, including decay, abscess, periodontic disease and malocclusion.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		Explain the use of safety devices, seat belts, face shields, helmets and teeth guards to prevent injuries to the mouth.
		Assess physiological effects of smokeless tobacco. Investigate dental concerns of adults and the aged.
		Investigate research findings on factors affecting the incidence of oral disorders, and relate to the local environment.
1.5 Vision and Hearing	1.5.4 Relate that persons of all ages may be afflicted with visual and hearing disorders which may be caused by many factors and in some cases, can be prevented or treated and corrected.	
		List personal health practices that will encourage good sight and hearing.
		Identify diseases of a pregnant woman that may produce visual and hearing disorders in children, and suggest alternatives for treatment or prevention.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
1.6 Personal safety:		
	1.6.4 Decide that he/she defines the limits which others can do with his/her body.	
		Research social, emotional, and economic consequences of physical or sexual abuse.
		List factors contributing to child abuse and identify signs of physical, sexual and/or psychological abuse in children.
		Define incest and the negative physical and emotional consequences on the family and the child.
		Discuss reasons why a perpetrator (or a victim) becomes an abuser.
		Discuss the impact of child abuse and neglect on a person's life-long development.
		Locate agencies that provide help for abused children and abusive parents.
2. FAMILY HEALTH 2. 1 Family Composition		
	2.1.11 Evaluate the effects of altering the composition of the family and how each change affects the health of all members of the family.	

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		Develop a plan for interaction between the elders and the family to enhance community well-being.
		Analyze how the changing roles of family members have affected the concepts of family and community.
		Discuss the rapid rate of change in rural Alaska today and the effect these changes are having on family roles and relationships.
		Examine case studies of families in transition, e.g., addressing death, birth, job loss.
	2.2.12 Relate why families differ with respect to rules, and customs.	
		Compare the past generation's rules and customs with present family rules and customs and associate feelings with the changes/similarities.
		Evaluate rules and customs he/she would want to pass on.
2.2 Interpersonal Relations	2.2.7 Demonstrate the capacity to adjust to, understand and respect others in order to enhance one's interpersonal relationships.	

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		Formulate useful approaches for the solution of family problems and explain how he/she would handle a family crisis.
		Practice social behavior which contributes positively to friendships and relationships with others.
		Compare socially encouraged behaviors of Alaskan cultures.
		Compare and contrast boys' and girls' opinions about the characteristics desirable of a dating partner with those of a marriage partner.
		Describe factors which foster satisfying adult relationships.
		Analyze the areas of adjustment that are necessary for a successful marriage.
2.3 Gender	2.3.4 Judge how gender identity and roles are subtly influenced by biological, emotional and socio-cultural factors.	
		Appraise own attitudes about "gender" appropriate roles.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		Explain how individuals express their attitudes about gender roles.
		Describe the "double standard" and its effects on male/female dating behavior.
		Analyze changing laws and customs dealing with sex discrimination.
		Identify and practice refusal skills.
2.4 Life Cycle	2.4.9 Agree that there are different life patterns people will experience throughout life.	
		Explain the process of reproduction from conception through birth.
		Discuss the consequences of responsible sexual decisions, including pregnancy prevention and sexually transmitted diseases.
		Describe the physical and psychological effects of pregnancy on an unmarried teenage female, a married teenage female, an unmarried teenage father, a married teenage father and a mature married couple.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		Explain how a woman's pregnancy may affect her relationships with family members, friends, and employers.
	2.4.10 Decide that human sexuality and sexual behavior have significant implications both for the individual and for society.	
		Evaluate role of advertising media in contributing pressure for sexual activity.
		Assess personal readiness and consequences for sexual activity.
		Examine and evaluate peer values and pressures on sexual behavior.
		Analyze statutes, including practical laws for minors, and standards related to human sexuality.
		Identify and practice refusal skills.
	2.4.11 Define the entire life cycle including growth, development and aging processes and ends with death.	
		Describe his/her feelings about loss, death and dying (e.g., right to choose to live or die; traditional vs. contemporary attitudes about death).

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		Evaluate ways to prepare for and cope with death (e.g., religious customs, contemporary vs. traditional funeral commemorative services, use of hospices, living wills).
		Investigate what a family has to do when a death occurs in the family.
		Identify ways of supporting and consoling individuals who are dying or have experienced the death of a loved one.
2.5 Human Heredity and Genetic Disorders		
	2.5.9 Relate that environment and heredity interact to affect the expression of inherited and congenital traits.	
		Identify environmental factors which have been implicated in causing genetic disorders in adults and babies (i.e., toxic wastes, soil and water contamination, herbicide spraying, etc.)
		Describe the problems which society faces as new factors are found to cause genetic disorders in adults and babies.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
	2.5.10 Promote knowledge about heredity and increased recognition of genetic disorders and birth defects as important aspects in making decisions for responsible childbearing.	
		Identify the most prevalent genetic disorders, some of which are associated with particular ethnic or racial groups.
		Discuss the ethical, religious, psychological, and emotional considerations prospective parents face in decisions about genetic diagnosis.
	2.5.11 Relate that genetic disorders and birth defects may be transmitted in several different ways.	
		Distinguish between genetic disorders which can be prevented, or treated and those which must be accepted.
		Identify medical resources for identifying at-risk or carrier parents, identifying disorders in the fetus and newborn, and for providing genetic counseling for prospective parents.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
	2.5.12 Understand individuals and society face psychological economic and ethical consequences caused by the medical advances which enable identification of genetic conditions and treat them.	
		Report current medical research in relation to human heredity and genetic disorders.
2.6 Parenting	2.6.5 Support informed parenting choices that benefit the child.	
		Interpret roles and responsibilities in family living and parenting.
		Analyze successful child rearing practices in both traditional and contemporary family settings.
		Present examples of shared responsibilities of parenthood and family planning.
		Assess values and other factors to consider for having, adopting, or not having children.
		Evaluate the consequences of teen pregnancy upon the child, the parents, and the grandparents. Discuss alternatives to teens becoming parents in terms of individual and community values.
		Discuss the relationship of good prenatal health practices to the newborn child.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
3. NUTRITION		
3.1 Food Choices		
	3.1.5 Describe how daily food intake is related to the attainment of optimal health.	
		Evaluate his/her daily food choices in terms of recommended nutritional needs and costs.
		Develop personal optional food guide based on food recall.
		Describe resources, such as local food products, that may be used in developing alternatives for satisfying dietary needs and budgetary constraints (e.g., fishing, farming, tending edible plants, subsistence foods in Alaska).
		Analyze Alaska native food value tables.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		Investigate the ways people respond to the use of food as reward, punishment, social acceptance, and personal fulfillment.
		Identify the common problems associated with over or under eating (e.g., obesity, anorexia nervosa, bulimia, malnutrition) and the resources available for treating these disorders.
		Discuss the effects of nutrition and drug use prior to and during pregnancy.
		Research medical conditions that may be successfully treated through proper diet, e.g., diabetes, high blood pressure.
4 MENTAL-EMOTIONAL HEALTH		
4.1 Stability	4.1.3 Describe emotional stability as influenced by the interaction of many factors including awareness, feelings and reactions.	
		Choose three people he/she admires who have good self-concept, and analyze the factors which contribute to their positive self-esteem.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		Identify symptoms of depression in young adults; and identify warning signs of suicide.
		Suggest ways of helping oneself and others manage feelings of depression and anxiety.
		Report on familial and community resources available for assisting the chronically depressed or suicidal.
4.2 Acceptance of Self/Others		
	4.2.7 Believe that knowing, liking and understanding oneself, making friends, and getting along with others are essential to mental-emotional health.	
		Describe ways to support and respect the elderly and make them feel worthy.
		Identify ways relating positively to handicapped people.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		Suggest ways of promoting understanding in multicultural relationships.
		Analyze the effects of shared love on the self-esteem of the giver and the receiver.
4.3 Communication	4.3.4 Promote effective communication in order to solve problems and maintain good relationships with others.	
		Examine the important role communication has in initiating, developing and maintaining relationships with other people.
		Identify the barriers persons of different cultural/ethnic backgrounds may face in attempting to communicate with each other.
		Identify the barriers males and females may face in attempting to communicate with each other.
		Give examples in Native Alaskan and other cultures where listening skills are emphasized.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		Suggest some ways that communication barriers can be reduced or eliminated.
		Assert own ideas when he/she feels strongly about them.
4.4 Emotions	4.4.6 Value understanding and coping with emotions in an acceptable way as healthy, recognize unresolved conflicts involving self and others can cause stress and anxiety.	
		Discuss socially acceptable ways of coping with feelings of anger and hostility.
		Identify ways to alleviate loneliness.
		Describe several different kinds of love and the importance of expressing each.
4.5 Coping with Stress and Anxiety		
	4.5.3 Anticipate that individuals react differently to stressful situations and vary in their ability to adjust to the demands of living.	

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		Identify his/her positive and negative coping skills.
		Discuss the positive and negative effects the Alaskan environment has on individual stress levels and family relationships.
		Identify the characteristics of "cabin fever" and propose ways of coping.
		Relate psysiological aspects of stress and anxiety on various body systems and to the onset of certain diseases.
		Report on sources of local and state assistance for unresolved emotional problems.
4.6 Decision Making	4.6.4 Decide the decision making process helps to reduce stress and anxiety, gain respect of self and others and obtain personal satisfaction.	
		Present examples of responsible decision making in resolving conflicts involving him/herself and others.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		Examine the same problems from the perspective of a person living in a city or village and discuss how that would affect the outcome.
		Analyze decisions based on a value system and how these decisions affect oneself and others.
	4.6.5 Examine cross cultural factors that influence a decision.	
		Examine the role culture has in decision making.
		Examine a problem from the point of view of the Alaska State Legislature and what factors need to be taken into account when making decisions that affect native and non-native needs and interests, as well as urban and rural concerns.
5. USE AND MISUSE OF SUBSTANCES 5.1 Use and Misuse of Substances		
	5.1.15 Understand that most medical drugs can be beneficial when used properly, all have potential side effects.	

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		List the desired beneficial effects and potential undesired side effects of the use of prescribed substances, as directed, and the hazards of self-medication.
		Identify drugs that may be legal for specific medical purposes but not for general use.
	5.1.16 Judge when all substances should be handled with caution.	
		Explain why non-prescribed substances during pregnancy should be avoided (including caffeine, alcohol, tobacco).
		Explain how to tell if a person is under the influence of alcohol or other drugs.
		Suggest standard procedure for providing aid to persons who are reacting adversely to substances; explore alternatives.
		Distinguish chemical dependency from substance abuse; describe the consequences of drinking and driving a motor vehicle;
		Practice ways to help passengers avoid riding with drivers under the influence of alcohol.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
	5.1.17 Decide the use and misuse of substances is an independent decision which is made on the basis of values and needs.	
		Discuss and practice ways of acting consistently with a positive value system while under pressure of peers to use or not use substances.
	5.1.18 Determine and choose appropriate alternatives to the use and misuse of substances.	
		Discuss satisfying non-drug related activities in his/her life.
		Describe the roles of individuals in the prevention of the misuse of substances.
		Show the relationship between society's value of the use of certain substances and efforts to prevent misuse. (E.g.,: discussions of "dry villages" vs. "wet villages", laws regarding smoking in public places and the legalization of marijuana in certain states.)

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		Explain the social, economic and/or personal impact drug abuse may make in his/her community, and propose methods to alleviate the situation.
		Describe how life goals are achieved by identifying alternatives which provide acceptable risk and high return.
6. DISEASES AND DISORDERS 6.1 Diseases and Disorders		
	6.1.6 Evaluate the factors that contribute to diseases and disorders.	
		Investigate reasons for the increase of chronic diseases and disorders in Alaska and the nation and report on causes.
		Delineate the role of genetic conditions in causing diseases and disorders.
	6.1.7 Accept that there is a variation in the extent to which diseases and disorders can be controlled.	

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		List the symptoms of common diseases contracted during youth, including sexually transmitted diseases and detail the importance of early diagnosis and treatment.
		Examine and graph the incidences of non-communicable diseases in Alaska and describe methods for preventing them.
7. CONSUMER HEALTH 7.1 Consumer Health	7.1.13 Recognize that the choice of health information services and products is affected by one's feelings, values, and cultural experiences.	
		Identify sources of health information which he/she could use in selecting health services for him/herself and family.
	7.1.14 Appraise the costs and benefits of health care as it affects the utilization of health services.	
		Appraise the impact of preventive care and early treatment upon the costs of health care and the quality of life.
		Examine various types of health insurance coverages and costs.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
7.2 Community Resources		
	7.2.3 Support community health resources as necessary to protect and promote individual, family and community health.	
		Analyze the relationship of cultural and socio-economic factors to the use of health resources.
		List current community health needs and resources for meeting these needs (i.e., library, radio programs, community lectures, health fairs, etc.).
		Appraise ways in which a person can support and participate in community health programs (e.g., volunteer activities, visiting Pioneer homes, etc.).
	7.2.4 Promote the health of the community as a shared responsibility of the individual, the family and the community.	
		Compare and contrast ways in which communities can organize to prevent and solve health problems at local levels (e.g., community mental health centers, shelters for battered women, children, etc).

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		Identify laws and city regulations affecting health.
		Describe the special health and environmental concerns that exist in Alaska and other circumpolar countries.
		Identify major community, national and international health agencies and their responsibilities.
		Identify the programs of health agencies in the U.S. and Alaska that provide help in solving health problems of other countries.
8. SAFE LIVING AND EMERGENCY CARE		
8.1 Accident Prevention and Emergency Health Services		
	8.1.7 Recognize that potential hazards need to be identified and corrected to prevent injuries.	

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		Examine the types of injuries and causes associated with various occupational fields such as fishing, fish processing, logging, and oil exploration.
		Evaluate the availability and accessibility of local community emergency services.
		Identify the main cause of local injuries and suggest preventive measures for the future.
		Identify factors which are involved in making a home safe for young children.
		Complete a community hazard checklist for his/her town.
		Complete a home hazard checklist for his/her home.
		Complete a poison hazard checklist for his/her home.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
	8.1.8 Be prepared to act effectively in times of emergency, including life-threatening situations.	
		Describe how to signal for aircraft and/or boatcraft in an emergency. Demonstrate how to use radios and telephones in all types of emergencies (poisoning, heart attack, accident, etc.) Demonstrate emergency signals in wilderness situations.
		Identify life threatening situations and demonstrate appropriate advanced first aid procedures.
		Complete CPR certification
		Complete Basic First Aid certification, if it was not done at Junior High level.
		Demonstrate proper extrication and immobilization techniques for person with possible head, neck, or spinal injury.
		Develope emergency repair, first aid, and survival kits for family car or boat.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		Describe the potential dangers of the following environmental conditions and demonstrate preventative and emergency procedures for each: (1) cold weather/water exposure and hypothermia; (2) avalanche; (3) flood; (4) storms, 5) earthquake/tsunami. Outline basic survival skills for various climates/geographical conditions (i.e., emergency contact devices, procedures for rescue, the importance of doing activities with a partner, etc.). Review "7 Steps to Survival"
	8.1.9 Understand how planning can reduce devastation from disasters.	Describe ways community resources may be utilized during a disaster.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
HEALTH CAREERS		
9.1 Health Careers	9.1.3 Understand that a wide range of opportunities exist for courses in health.	
		Identify occupational requirements of various health-related careers.
		Describe scientific fields in which new health-science career opportunities exist or are projected.
10. ENVIRONMENT		
10.1 Environmental Health		
	10.1.10 Describe the interrelationship between human health and environmental quality.	
		Explain how environmental conditions affect his/her emotions (i.e., breakup, extended periods of light and darkness, unseasonal weather, etc.).
		Describe the interrelationship between human lifestyles and the ecological balance of other life forms.
		Report how changes in the environment can create new health hazards.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		Examine the effects of various forms of pollution on health (e.g., acid rain, arctic haze, inversion layers, etc.).
		Describe ways of altering the environment to provide for human needs without adversely affecting its quality.
		Analyze the relationship between demographic factors (i.e., effects of increased populations) and the quality of life in various cultures.
	10.1.11 Maintain a safe and healthful environment as a shared responsibility of the individual, family and community.	
		Explain how a recycling program can contribute to a healthful environment.
		Discuss the effects of natural and artificial radiation on his/her well being and the usefulness of methods to reduce radioactive contamination.

HISTOGRAMS

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MODEL
CURRICULUM
GUIDE
PROJECT

Subject: Health
Course: All
Level: High School
Grade(s): 12
Date: 6/26/86

PERCENTAGE OF
EDUCATIONAL OUTCOMES

Objective	N	%	Histogram of Percentages (10 20 30 40 50 60 70 80 90 100)
COGNITIVE			
1.10 Knowledge of specifics	0	0	
1.20 Knowledge of ways and means of dealing with specifics	0	0	
1.30 Knowledge of universals and abstractions	0	0	
2.00 Comprehension	20	42	**********
3.00 Application	19	40	**********
4.00 Analysis	2	4	**
5.00 Synthesis	0	0	
6.00 Evaluation	4	8	****
SUBTOTAL	45	94	
AFFECTIVE	2	4	**
PSYCHOMOTOR	0	0	
Not Classifiable	1	2	*
TOTAL	48	100	

ALASKA MODEL CURRICULUM GUIDES

HISTOGRAM

This histogram of the cognitive levels of the learning objectives/outcomes is provided for the Alaska Model Curriculum Guides. The histogram is a bar graph that shows the percentages of objectives at each different cognitive level, adapted from Bloom's Taxonomy of Cognitive Levels. It provides a way to look at and understand the different "levels" of thinking required to accomplish a particular objective.

Thinking skills must be taught and reviewed to ensure something beyond the mere recall of facts. Every objective in the guides was analyzed and assigned a number indicating its cognitive level and tallied. The histogram indicates where the emphasis is within the cognitive level.

There is no ideal distribution we can use for a model, but it provides a source for professional judgement about the learning objectives/ outcomes. The histogram does not necessarily show what ought to be, but rather reflects what is in this particular set of concepts promoted in the curriculum guides for school districts in Alaska.

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FIRST EDITION

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Klawock
Lower Kuskokwim
Lower Yukon
Matanuska-Susitna
Nenana
Nome
North Slope
Northwest Arctic
Pelican
Railbelt
Valdez
Yakutat

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Alabama
Arizona
Arkansas
California
Connecticut
Delaware
Florida
Idaho
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